

<b>POLICY TITLE:</b>	<b>Equal Opportunities &amp; English as an additional language</b>
<b>Policy Number:</b>	ECS 26
<b>Applies to:</b>	All services
<b>Version Number:</b>	01
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<b>Ratified by:</b>	Lesley Dalglish: Quality Improvement Lead: Education
<b>Responsible signatory:</b>	Bonny Anderson: Director of Quality
<b>Outcome:</b>	All children and young people, including those with English as an additional language, have equal opportunities to achieve and access the curriculum, facilities and support and guidance available
<b>Cross Reference:</b>	ECS 01 <a href="#">Safeguarding Children</a> OP08 <a href="#">Safeguarding Adults</a> ECS 31 <a href="#">Curriculum</a> ECS 30 <a href="#">Assessment for Learning</a> ECS 32 <a href="#">Teaching and Learning</a> ECS 16 <a href="#">Governance</a> ECS 21 <a href="#">Privacy and Dignity</a> ECS 27 <a href="#">Accessibility Planning</a>
<b>EQUALITY AND DIVERSITY STATEMENT</b>	
<p>Priory Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.</p>	

In order to ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, e-mail [RARHelpdesk@priorygroup.com](mailto:RARHelpdesk@priorygroup.com).

## Equal Opportunities & English as an additional language

### 1 INTRODUCTION

- 1.1 In order to effectively implement this policy, each Education and Children's Service facility will have local procedures in place where necessary, which explain how this policy is applied and put into practice at site level.
- 1.2 In relation to this policy individual needs are outlined in individual care and education plans.
- 1.3 This policy should be used in conjunction with the related policies listed on the preceding page where applicable.

### 2 AIMS

- 2.1 All children and young people, including those with English as an additional language, have equal opportunities to achieve and access the curriculum, facilities and support and guidance available
- 2.2 No individual or group should receive less favourable treatment as a consequence of his or her disability, gender, sexual orientation, age, colour, ethnic origin, culture and religious beliefs or any protected characteristic.
- 2.3 Sites will never unlawfully discriminate in respect of:
  - (a) admissions
  - (b) provision of education services
  - (c) exclusions.

### 3 RESPONSIBILITIES

- 3.1 The site/service manager must ensure that the environment and resources reflect the diversity of the children and young people at the site and the value and potential of every individual.
- 3.2 Site/service manager will ensure that there is no unlawful discrimination, that equality of opportunity is promoted, and that the site actively encourages positive relationships between all site stakeholders and the local community.
- 3.3 The site/service manager must ensure that colleagues have a full understanding of, and apply the principles of equal opportunities and diversity.
- 3.4 All colleagues are responsible for ensuring that they respects the diversity amongst their children and young people, colleagues and visitors, and recognise the contribution, which individuals with a wide range of backgrounds and experience can bring and share within each school community
- 3.5 In schools and colleges a three year **accessibility plan** is maintained to ensure all reasonable adjustments have been made to the building, resources and the curriculum to meet individual need and enable equal access to their education provision (See ECS 27: Accessibility Planning)

### 4 TRAINING

- 4.1 Site/service managers are responsible for ensuring that colleagues complete the mandatory equal opportunities and diversity training module.

## 5 LEGISLATIVE COMPLIANCE

- 5.1 The site/service manager must ensure that children and young people through both formal and informal learning are educated to be understanding of others differences, and to know that any form of unlawful discrimination is unacceptable.
- 5.2 The site/service manager must ensure that any incident of unlawful discrimination, alleged discrimination, or bullying based on differences in characteristics is promptly reported and investigated, with key learnings from any such incident being shared to minimise future recurrence.
- 5.3 Where in exceptional circumstances Lawful Discrimination is to be considered as an approach, site/service managers will always consult with their Senior Managers, Operations Director and Managing Director prior to taking any such action.

## 6. ENGLISH AS AN ADDITIONAL LANGUAGE

- 6.1 Sites who work with children and young people who use English as an additional language will ensure that there are provisions in place to enable the child or young person to communicate effectively with both their peers, colleagues, and families effectively.
- 6.2 Sites who work with families for whom English is not a first language, and who are unable to communicate in this language will seek to ensure that all relevant information is made available to them in accessible format.
- 6.3 Children and young people who use English as an additional language are provided with specialist teaching programmes to enable them to gain the skills and knowledge to communicate in English, both verbally and in writing, or in any other form of communication which they use (eg. Makaton, PECS), such that their learning and socialising is not inhibited by language differences.
- 6.4 Where children and young people use a language other than English as their first language they will be supported and encouraged to achieve to their highest potential in this language also, through being able to access all relevant academic qualifications in this language.
- 6.5 **Schools and Colleges:** Schools and colleges will ensure that all children have individual plans to support their education, including where necessary, plans to enable them to learn effectively across the full curriculum regardless of their first and additional languages. Individual specialist language acquisition lessons are provided as appropriate.

## 7 MONITORING

- 7.1 Site/service managers will include the monitoring of equality and diversity within routine site monitoring as outlined in the Governance policy ECS 16.

## 8 REFERENCES

- 8.1 Care Standards Act 2000,  
 Children Act 2004,  
 Equality Act 2010,  
 Education and Inspections Act 2006  
 Children's Homes Regulations 2015,  
 Children's Homes (Wales) Regulations 2002  
 DfE (2015) Residential Special Schools: National Minimum Standards  
 Scottish Government (2005) National Care Standards: School Care Accommodation Services  
 Welsh Assembly (2002) National Minimum Standards for Children's Homes  
 The Education (Independent School Standards) (England) Regulations 2014  
 DfE (2018) Keeping Children Safe in Education